













































































































## USOE Fine Arts Rainbow Chart

Fifth - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously Mastered <i>Grade Level Skills</i>	Elements of Music <i>with Definitions</i>	<i>Label, list, name, define, relate, recall and use music making tools.</i>	<i>Discover, look at, investigate, experience and form ideas.</i>	<i>Apply, construct, demonstrate, evaluate and practice.</i>	<i>Compare, contrast, distinguish, examine, and incorporate.</i>	<i>Study, explore, seek, be creative, imagine and produce.</i>	<i>Show skill criterion mastery for grade level, give opinions, support others, and show work.</i>
<b>Sing</b> <ul style="list-style-type: none"> <li>Singing vs. speaking voice</li> </ul> <b>Melody</b> <ul style="list-style-type: none"> <li>High/low, up/down</li> <li>Pitch accuracy in an appropriate range</li> <li>Steps, skips, and repeated pitches</li> <li>Breath support</li> <li>Vocal health</li> <li>Folk, traditional and multicultural songs</li> <li>Singing games</li> <li>Call &amp; response</li> </ul> <b>Harmony</b> <ul style="list-style-type: none"> <li>Ostinatos</li> <li>Rounds</li> <li>Counter melodies</li> <li>Descants</li> </ul>	<p><b>SING Vocal Development:</b> care, training and proper use of the voice</p> <p><b>Melody:</b> a sequence of single pitches that move up, down, or repeat</p> <p><b>Harmony:</b> two or more pitches sounding at the same time</p>	<p>Experience the difference between the speaking and singing voice.</p>  CD1 #23 <i>Dry Bones</i> lesson, singing <p>Experience melody in a variety of songs, singing games, and styles including songs from other cultures.</p> <p>Experience the difference between melody and harmony in songs and listening selections.</p> <p>Experience/Identify simple and complex harmonies.</p>  CD1 #25 <i>Follow the Drinking Gourd</i> simple harmony  CD2 #29 <i>Scotland's Burning</i> complex harmony, ostinato, round	<p>Explore appropriate use of head and chest voice.</p>  CD1 #23 <i>Dry Bones</i> lesson, singing <p>Explore in-tune singing in a natural voice through a variety of songs and singing games.</p>  Explore recurring melodic patterns in traditional music and familiar songs.  CD1 #23 <i>Dry Bones</i> <p>Explore vocal harmony through partner songs, ostinatos, rounds, descants, and countermelodies.</p>  CD2 #16 <i>Oh, How Lovely is the Evening</i> lesson, singing, round  CD1 #17 <i>Cindy</i> lesson, singing, partner with Rocky Mountain	<p>Practice vocal skills with attention to natural vocal production, good breath support, and sensitivity to pitch.</p>  CD2 #16 <i>Oh How Lovely is the Evening</i> lesson, singing <p>Practice recognizing variations of simple pitch patterns in melodic phrases.</p>   CD2 #22 <i>Peace Like A River</i> “river in my soul” (end) m-m-r-r-d   CD2 #27 <i>Rocky Mountain</i> “do remember me” (end) m-m-r-r-d <p>Practice harmony by singing partner songs, ostinato, rounds, descants, &amp; countermelodies with careful attention to pitch and rhythmic accuracy.</p>  CD2 #41 <i>This Train / When the Saints</i> lesson, singing, playing, partner song  CD2 #29 <i>Scotland's Burning</i> lesson, singing, ostinato, round	<p>Analyze connections between healthy use of the voice, pitch accuracy, and good vocal production.</p> <p>Analyze popular vocal styles i.e. opera, pop, country, jazz, etc.</p>  <i>Turkey in the Straw</i> lesson, singing <p>Analyze how voices and instruments combine to make harmony.</p>  CD1 #40 <i>Johnny Has Gone for a Soldier</i> lesson, recording details	<p>Create vocal style or character through improvising and experiencing a wide variety of song literature.</p> <p>Create/Improvise simple melodies using steps, skips, and repeats.</p> <p>Create harmony for familiar songs using countermelody, descendant, or ostinato.</p>  <i>Cindy</i> lesson, singing, playing, creating <p>Create texture and harmony by layering melodic or rhythmic ostinato with voice or various instruments.</p>  <i>Wabash Cannonball</i> lesson, playing, listening	<p>Perform songs in-tune, using a natural singing voice.</p> <p>Perform harmony with careful attention to pitch and rhythmic accuracy.</p>

Fifth - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
		Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
<p>Previously Mastered Grade Level Skills</p>	<p>Elements of Music with Definitions</p>						
<p><b>Beat</b></p> <ul style="list-style-type: none"> <li>Steady beat</li> </ul> <p><b>Meter</b></p> <ul style="list-style-type: none"> <li>Strong and weak beats</li> <li>Meter in 2, 3, 4 and 6</li> </ul> <p>2      3      4</p> <p>♥♥   ♥♥♥   ♥♥♥♥</p> <p>■   ■   ■   ■   ■   ■</p> <p>— — — — —</p> <p>♩   ♩   ♩   ♩   ♩   ♩</p> <p>S w S w w S w w w</p> <p>6</p> <p>♥♥♥♥♥♥♥♥♥♥</p> <p>■   ■   ■   ■   ■   ■</p> <p>— — — — —</p> <p>♩   ♩   ♩   ♩   ♩   ♩</p> <p>S w w S w w</p> <ul style="list-style-type: none"> <li>Duple/triple meter</li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Beat/divided beat</li> <li>Sound/silence</li> <li>Rest</li> <li>Ostinato</li> </ul>	<p><b>PLAY</b></p> <p><b>Beat:</b> the underlying pulse of music</p> <p><b>Meter:</b> patterns of strong and weak beats</p> <ul style="list-style-type: none"> <li>Time signatures 2/4, 3/4, 4/4, 6/8</li> </ul> <p><b>Rhythm:</b> combinations of long and short, sound or silence</p>	<p>Experience the feeling of beat in a variety of musical styles.</p> <p>Experience/Identify duple and triple meter by feeling strong/weak beat patterns in songs and listening selections.</p> <p>Experience many ways to divide the beat into new rhythmic patterns of sound and silence.</p> <p> CD1 #15 <i>Chicka Hanka</i></p>	<p>Explore beat in a variety of musical styles.</p> <p> CD2 #35 <i>Sweet Betsy From Pike</i> lesson, playing</p> <p>Explore combining beats into groupings of 2, 3, 4, and 6 using strong/weak beats for emphasis.</p> <p>Explore rhythmic patterns found within metric units of 2, 3, 4, and 6.</p> <p> CD2 #42 <i>Three Blind Mice</i></p>	<p>Practice beat accuracy vocally and instrumentally.</p> <p>Practice playing strong/weak beat patterns in meters of 2, 3, 4, and 6 with body percussion and classroom instruments.</p> <p>Practice playing rhythm patterns and ostinato to accompany familiar songs.</p> <p> CD1 #16 <i>Chumbara</i> lesson, playing</p>	<p>Analyze the importance of steady beat in group performance.</p> <p>Analyze strong/weak beat patterns and devise a way to represent the meter (i.e. time signatures).</p> <p>Analyze simple rhythmic patterns in meters of 2, 3, 4, and 6 from familiar songs or listening selections.</p> <p> CD1 #25 <i>Follow the Drinking Gourd</i>, lesson, singing. Different rhythm in each verse, see notation</p>	<p>Create/Improvise simple rhythmic phrases over a steady beat.</p> <p>Create/Improvise original rhythms of varying lengths in meters of 2, 3, 4, and 6.</p> <p>Create rhythmic movement to compliment the music.</p>	<p>Perform songs and rhythmic phrases in meters of 2, 3, 4, and 6 with a steady beat &amp; rhythmic accuracy.</p>
<p><b>Form</b></p> <ul style="list-style-type: none"> <li>Phrase</li> <li>Combinations of same/different</li> <li>verse/refrain,</li> <li>introduction,</li> <li>interlude</li> <li> coda</li> <li>1st &amp; 2nd endings</li> </ul> <p>1. _____ 1st</p> <p>2. _____ 2nd</p> <ul style="list-style-type: none"> <li>D.C. al Fine</li> </ul> <p><i>D.C. al Fine</i></p>	<p><b>LISTEN</b></p> <p><b>Form:</b> how music is organized</p> <ul style="list-style-type: none"> <li>intro, coda, interlude</li> <li>D.C. al Fine, 1st and 2nd endings</li> <li>theme &amp; variation</li> </ul> <p><b>Expressive Elements</b></p> <p><b>Tempo:</b> the speed of the beat</p>	<p>Experience repeated and contrasting musical phrases in various music styles and organizational forms.</p> <p>Experience an awareness and control of tempo, dynamics, and articulation.</p>	<p>Explore basic form in music including theme and variation, phrases, verse/refrain, intro, interlude, coda, and 1st and 2nd ending, and D.C. al Fine.</p> <p> <i>This Little Light of Mine</i> D.C.al Fine</p> <p> <i>My Paddle</i> lesson, playing, theme and variation</p>	<p>Practice labeling sections of form using alphabet letters, A, B, C, or label aurally, visually, and/or with movement.</p> <p> <i>Chumbara</i> lesson, creating</p> <p>Practice singing songs or playing instruments with varying tempos, dynamics.</p>	<p>Analyze patterns and themes found in music by listening for repetition, contrast, and simple variation.</p> <p> <i>Simple Gifts</i> lesson, listening</p> <p>Analyze how changes in tempo, dynamics, and articulation can affect ideas, thoughts and emotions.</p>	<p>Create a song arrangement with attention to a specific phrase combination.</p> <p> <i>Old Joe Clark</i> lesson, creating</p> <p>Create expression in music by varying the use of tempo, dynamics, and articulation.</p>	<p>Perform with sensitivity to tempo, dynamics, and articulation in the music.</p>

Fifth - Page 3	Elements of Music with Definitions	Experience/Identify	Explore/Contextualize	Apply/Build skills	Analyze/Integrate	Research/Create	Refine/Contribute
		Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
<p><b>Previously Mastered</b> <i>Grade Level Skills</i></p>							
<p><b>Tempo</b></p> <ul style="list-style-type: none"> <li>Fast/slower/variable</li> </ul> <p><b>Dynamics</b></p> <ul style="list-style-type: none"> <li>Louder/softer/variable</li> </ul> <p><b>Timbre</b></p> <ul style="list-style-type: none"> <li>Vocal and instrumental</li> <li>Band and orchestra families</li> <li>Vibration/resonation</li> <li>Balance</li> </ul> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>Instrumental and vocal</li> <li>Thick./thin, many few</li> </ul>	<p><b>Dynamics:</b> degrees of loud &amp; soft.</p> <p><b>Articulation:</b></p> <ul style="list-style-type: none"> <li>legato: smoothly connected</li> <li>staccato: detached, short</li> <li>accent: increased emphasis on a single tone</li> </ul> <p><b>Timbre:</b> (tam'-ber) tone color, the unique sound made by an instrument of voice.</p> <p><b>Texture:</b> layered combinations (thick or thin, many or few) of voices and/or instruments</p>	<p> CD1 #37 <i>I've Been Working on the Railroad</i> lesson, creating, listening</p> <p>Experience differences between smooth, detached, and accented notes.</p> <p>Experience various vocal and instrumental timbres in live and recorded music.</p> <p> Experience various types of texture and timbre in live and recorded music.</p> <p>Putamayo Kids, <i>World Playground</i>, <a href="http://www.putamayo.com">www.putamayo.com</a></p>	<p>Explore the effect of varying tempo, dynamics, and articulation in live and recorded music.</p> <p>Explore examples of legato, staccato, and accent in music.</p> <p>Explore the layering of timbres in music to create texture.</p> <p> <i>Wabash Cannonball</i> lesson, playing</p>	<p>Practice singing songs or playing instruments with good articulation.</p> <p>Build skill in balancing vocal and instrumental timbre in group performance.</p> <p> <i>Erie Canal</i> lesson, listening</p> <p>Practice layering various instruments to accompany a song.</p> <p> CD2 #29 <i>Scotland's Burning</i> lesson, playing</p> <p>Practice identifying how melody, harmony, and vocal and instrumental timbre are used to create texture in various styles of music.</p>	<p> <i>Wabash Cannonball</i> lesson, playing, creating</p> <p>Analyze how different articulation can affect ideas, thoughts and emotions.</p> <p> CD1 #19 <i>Cotton-Eyed Joe</i></p> <p>Analyze timbre as an identifying characteristic of instrumental families (string, woodwind, brass, percussion).</p> <p>Analyze how timbre and texture affect musical style.</p> <p> Putamayo Kids, <i>American Folk</i> <a href="http://www.putamayo.com">www.putamayo.com</a></p>	<p> CD#2 #41 <i>This Train/When the Saints</i> lesson, creating, theme and variation</p> <p>Create a melody and include specific articulation to compliment the style and mood.</p> <p>Research sound production (vibration and resonance) in voice, band, and orchestra instruments.</p> <p>Create an arrangement using appropriate instrumentation for the style.</p> <p> <i>Erie Canal</i> lesson, creating</p>	<p>Perform a familiar song in a new vocal or instrumental style.</p> <p> Putamayo Kids, <i>Folk Playground</i>, <a href="http://www.putamayo.com">www.putamayo.com</a></p>
<p>Icon examples:</p> <ul style="list-style-type: none"> <li>Beat    divided beat    </li> <li>Meter      </li> <li>     </li> <li>                                               </li> </ul>	<p><b>READING / WRITING</b></p> <p><b>Icons:</b> non-traditional symbols representing musical ideas</p>	<p>Experience familiar songs written in iconic notation or traditional notation instructional tablature.</p>	<p>Explore iconic or traditional representation of melodic, metric, and rhythmic patterns in a variety of songs.</p>	<p>Practice playing or singing while reading iconic patterns or traditionally notated music or tablature.</p>	<p>Analyze iconic representation or traditional notation of melodic, metric, and rhythmic patterns.</p>	<p>Create a simple song or ostinato pattern using traditional notation.</p>	<p>Perform and share a simple, original song or ostinato pattern written in iconic or traditional notation.</p>

